DOCUMENT RESUME

ED 054 215 TM 000 790

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TITLE	The Personal Record of School Experiences: A Manual for PROSE Recorders.
INSTITUTION	Educational Testing Service, Princeton, N.J.
REPORT NO	RM-71-8
PUB DATE	Jun 71
NOTE	46p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Behavior, *Classroom Observation Techniques, Data Collection, *Disadvantaged Youth, *Educational Experience, *Longitudinal Studies, *Manuals, Measurement Techniques, Observation, Research Methodology, School Environment, Scoring, Test Reliability, Test Validity
IDENTIFIERS	*Personal Record of School Experience

ABSTRACT

This manual contains instructions which formed the basis for the training of observers to collect data on the Personal Record of School Experience (PROSE) form for a 1969-1970 longitudinal study of disadvantaged children. (CK)

EDO 54215

RM-71-8

RESEARCH MEMORANDUM

THE PERSONAL RECORD OF SCHOOL EXPERIENCES

A Manual for PROSE Recorders

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EDUCATION & WELFARE
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Educational Testing Service
Princeton, New Jersey
June 1971

TM 000 790

Grateful acknowledgment is due the following individuals (listed in order of appearance) for substantive contributions to the development of PROSE: Irwin Hyman, Ted Dahl, Jeanne Wise, Jean Orost, and Stanley Rude.

Note

The instrument described in this memorandum was developed for and as a part of a longitudinal study, Disadvantaged Children and Their First School Experiences, conducted by Educational Testing Service and funded under the Office of Economic Opportunity Act of 1964 (OEO Contract Number 4206, OEO Grant Number C6-8256). The contents of this manual consist essentially of the instructions which formed the basis of the training of observers to collect data on the Personal Record of School Experience (PROSE) form for the study in 1969 and 1970.

Since these data have not yet been analyzed, at its present stage of development, PROSE may best be described as a blank on which a classroom visitor may record certain observed classroom events and conditions according to which child experiences them in a form which may be read by SCRIBE, the test scoring machine at ETS.

Before PROSE can be regarded as a measuring instrument, it will be necessary to define dimensions of classroom behavior to be measured in terms of events which can be recorded on the form, to develop procedures for quantifying the records so that they may reflect those dimensions and to establish the validity and reliability of the measurements of those dimensions.

Issuance of this research memorandum should not be taken as implying any recommendation (either by ETS or OEO) of PROSE as a measuring instrument. This document is being circulated primarily to solicit reactions, criticisms, and other comments which may be of use in future development of the device.

THE PERSONAL RECORD OF SCHOOL EXPERIENCES

A Manual for PROSE Recorders

The Personal Record of School Experience (PROSE) is a sheet on which an observer can record a sample of the events in the life of a child in school settings as they occur. The sheet used is designed to be read by an optical scanning device (in this instance, SCRIBE) and transferred to magnetic tape for computer processing. A series of sheets containing a sample of events in the life of one child (or group of children) provides something analogous to the narrative recorded by an ecological observer but which can be easily read and rapidly analyzed by a high-speed computer.

The items included on the form were selected as particularly relevant to the experiences young children have in "preschool" classes, so that the instrument is most likely to be useful in such settings.

Figure 1 shows the front side of the form, which we have called the "STATEMENT SIDE." In the upper left-hand corner of the PROSE sheet, the

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Insert Figure 1 about here

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observer can precode the student's identification in the 15 columns from A-O, so that each student receives a unique I.D. number. Additional information, such as a number for the teacher, a code number for the observer, the time at which the observation was made, and code numbers giving the week and day of observation can also be recorded in this I.D. field. A "REMARKS" section appears in the bottom right corner of the STATEMENT side of the PROSE sheet; in this section the observer can write the name of the student or a physical description of him as he appears on the day of the observation. This physical

description should contain a description of items of clothing which uniquely identify the child within the classroom, so that the observer can easily locate the child when it is his turn to be observed, whether or not the observer knows his name.

The STATEMENT side of PROSE contains 11 major activity categories or "words" (as they are called). Each word or major category contains several minor categories which define the type of event in which the child is engaged. Only one category can be marked within each word for any event. If none of the categories within a word apply to the event observed, the observer leaves that word completely blank for that event. For example, if the child were playing with a toy by himself, words 1-7 would be left blank, and only words 8-11 would be marked.

The major unit of observation for each child is called a "cycle." One cycle consists of five events, each signaled by a timer at 25-second intervals. The time span covered by a complete cycle, then, is 100 seconds. Within a cycle, each event is coded in a separate column on each of the 11 words on the STATEMENT side. The first event in cycle A, for example, would be coded in column [1] on all 11 words; the second event would be coded in column [2] for all 11 words, etc. "Statement [1] of cycle A" describes the first event during the 100 seconds covered by cycle A.

Everything that goes on in the classroom during cycle A is called the "CONTEXT" of that cycle. The context of each cycle is coded in the eight sections or categories on the reverse side of the PROSE sheet in column [A] as soon as the cycle ends, and after the fifth event has been recorded.

Each student in turn is observed for 100 seconds and his behavior recorded in cycle A; when this process is completed for all students to be observed, the

first student is observed a second time, and his behavior is coded in cycle B; and so on. Normally, two cycles are recorded for each child during each half-day of observation. In other words, 10 events are recorded for each child, five events 25 seconds apart at each of two different points in time within the observation period. Provision is made for recording a third cycle when time permits.

The observer should record the events with a soft pencil, making bold black marks in each of the appropriate boxes. Erasures should be avoided; any that are absolutely necessary should be erased completely before the PROSE sheet is submitted to machine-scoring procedures.

Which events are to be recorded is determined by a portable tape recorder or a specially designed battery-powered timer which emits an audible signal at fixed intervals into an earphone worn in the observer's ear. The observer records the event which is occurring when the timer clicks. The timer should be adjusted to produce a signal at approximately 25-second intervals. The 25-second interval is required because the observer must code 11 words to describe each event, either by marking a category within that word or by leaving the word completely blank, whichever is appropriate.

The timer serves a dual purpose: it paces the observer over a half-day's observation period, and it identifies the events which should be recorded. Both functions are important. It is important that the observer complete the assigned number of statements before his time is up. It is also important that the observer be prevented from selecting a biased sample of events through a natural tendency to notice only those events which to him appear more interesting or more important.

The observer should observe as much of the child's behavior, and of whatever may be going on, as he can between the signals emitted by the timer, so that he can better understand and code the child's behavior during the event signaled by the timer. But only the event actually occurring at the moment when the timer signals should be described in the statement.

When the context is being recorded on the back or CONTEXT side of the PROSE sheet, however, no attempt is made to select events. The context should be based on everything observed in the classroom between the first event in that cycle and the last event in the same cycle.

The upper right-hand corner of the CONTEXT side of the PROSE sheet (see Figure 2) should contain the identical identification information in columns A-O that was precoded on the STATEMENT side of that PROSE sheet, i.e., student I.D., observer code number, teacher code number, day of week, week of year, etc.

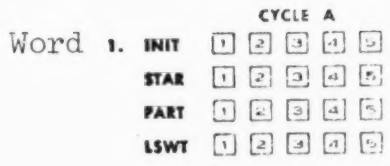
Insert Figure 2 about here

STATEMENT Side: Definitions of the Categories

Child-Adult Contacts

Words 1, 2, 3 of the STATEMENT side of the PROSE sheet are coded only when the child is paying attention to an adult when the timer "clicks." (Otherwise, they are left blank.)

Word 1 indicates the activity of the child, Word 2 identifies the adult, and Word 3 describes the activity of the adult in the event being described. To repeat: if the child is not paying attention to an adult when the timer clicks, Words 1, 2, and 3 are all left blank.



Word 1 indicates the activity of the child within a child-adult interaction.

1. INIT (initiating): The child is either attempting to obtain the attention of the adult or the adult is responding to such an attempt.

Example: The child is tugging on the skirt of the teacher aide.

Example: The child is calling out the name of the teacher.

Example: The teacher is answering a question asked by the child.

Note: If the timer clicks while the teacher is responding to the child, the event is coded 1. INIT if (and only if) the observer has observed the child initiating the interaction since the last time the timer clicked.

1. STAR: The child is receiving more attention from the adult than any other child.

Example: The aide is praising the child to the rest of the class.

Example: The child is sitting in the teacher's lap while the teacher is reading a story to the class.

Example: The teacher asks the child a question.

1. PART The child is part of a group of children to whom the adult is paying attention, but the child is not the "star" of the group.

Example: The child is part of a group that is listening to the teacher tell a story.

Example: The child is part of a group that is being taught a new song by the adult aide.

1. LSWT (listening or watching): The child is paying attention to an adult, but the adult is paying attention to another child or group of children of which the target child is not a member.

Example: The child is watching the teacher who is talking to a group of children who are in another part of the room.

Example: The child is listening to a teacher scold another child for running around the room.

Word 2. TCHR [1] [2] [3] [4] [5]
AA [1] [2] [3] [4] [5]
TAA [1] [2] [3] [4] [5]
OBS [1] [2] [3] [4] [5]
OTH [1] [2] [3] [4] [5]

Word 2 indicates the type of adult to whom the child is attending when the timer "clicks."

2. TCHR (teacher): The teacher who is in charge of the class.

2. AA (adult aide): The adult aide, assistant teacher, or para-professional.

2. TAA (teenage aide): The teenage aide, or an older child who is acting in such a role.

2. OBS (observer): The observer who is coding the child's behavior.

2. OTH (other): An adult different from the teacher, adult aide, teenage aide, or observer such as a parent, school principal, custodian, or some other adult visitor to the classroom.

Word 3. POS [1] [2] [3] [4] [5]
PRM [1] [2] [3] [4] [5]
SHTL [1] [2] [3] [4] [5]
LSQU [1] [2] [3] [4] [5]

DO4 [1] [2] [3] [4] [5]
CNTR [1] [2] [3] [4] [5]
NEG [1] [2] [3] [4] [5]

Word 3 indicates the type of activity (verbal or nonverbal) which the adult is exhibiting when the timer "clicks."

3. POS (positive): The adult is giving some positive attention, either verbal or nonverbal, to a child (or group).

Example: The aide is praising a child's art work.

Example: The teacher is hugging the target child while she is talking with another child.

Note: When LSWT is coded on Word 1, it is understood that the child receiving the attention recorded in Word 3 is not the target child.

3. PRM (permissive): The adult is either giving the child a choice between two or more activities, is encouraging the child to decide what he would like to do, or is giving the child permission to do something.

Example: The teacher asks the child: "Would you like to use some clay or some crayons?"

Example: The aide asks the child: "Would you like to play out in the playground?"

Example: The adult answers the child: "Yes, you may go to the bathroom."

3. SHTL (show or tell): The adult is showing some material, such as a picture or a book, to the child, or is telling the child something, demonstrating, etc.

Example: A parent (coded as "OTH" in Word 2) is turning the pages of a book while reading aloud to the child.

Example: The teacher is showing a filmstrip.

Example: The aide is reading a story aloud to a group of children.

3. LSQU (listening, questioning, or watching): The adult is either listening to the child, asking the child a question, or watching the child (i.e., silently attending to the child).

Example: The child is asking a question, and the adult appears to be listening to the child.

Example: The teacher asks the child a question.

3. DO4 (doing for): The adult is performing some activity for the child.

Example: The adult is helping the child put on his coat.

Example: The adult is getting some drawing paper out of a cabinet for the child.

3. CNTR (control): The adult is attempting to control the behavior of the child (verbally or physically).

Example: "John, stop that running around the room."

Example: The teacher physically restrains the child from shoving another child.

Example: The adult says to the class: "All right children, let's clean up our art work."

3. NEG (negative): The adult is indicating to the child that he is doing or has done something wrong.

Example: The adult is scolding the target child for hitting another child.

Example: The teacher is scolding the class for not cleaning up the room properly at the end of the arts and crafts period.

Note: Whenever Words 1, 2, 3 are coded, Words 4, 5 are left blank. If the target child is paying attention to both an adult and to another child, code Words 1, 2, 3 and leave Words 4, 5 blank.

Example: The teacher physically restrains the target child who is trying to hit another child. Code this as: 1. STAR
2. TCHR
3. CNTR

Now that the words for child-adult interaction have been defined, you should practice coding the following situations as examples of child-adult interactions.

1. Situation: A parent is reading a story to a group of children, and the target child is paying attention to this parent and is part of this group.

   Code: 1. PART
   2. OTH
   3. SHTL

2. Situation: The target child is sitting in a corner and watching the teacher aide tutor another child at the other end of the room.

   Code: 1. LSWT
   2. AA
   3. SHTL

3. Situation: The child tugs at the teacher's skirt and the teacher smiles at the child.

   Code: 1. INIT
   2. TCHR
   3. POS

Child-Child Interactions

Words 4, 5 indicate either that the target child is paying attention to another child (or to a group of children) or that another child is trying to get the attention of the target child. Words 4, 5 contain exactly the same subcategories. Word 4 refers to the behavior of the target child, while Word 5 refers to the behavior of the child with whom the target child is interacting.

Words 4, 5

AGR	1	2	3	4	5
INIT	1	2	3	4	5
COOP	1	2	3	4	5
WTHD	1	2	3	4	5
RST	1	2	3	4	5

Words 4, 5. AGR (aggressive): Either the target child initiates an aggression toward another child (Word 4) or another child initiates an aggression toward the target child (Word 5).

Example: The target child hits another child. (4. AGR)

Example: Another child throws an eraser at the target child. (5. AGR)

Example: The target child shouts an insult at another child. (4. AGR)

4, 5. INIT (initiating): The target child either initiates a nonaggressive action toward another child (Word 4) or another child initiates a nonaggressive action toward the target child (Word 5).

Example: The target child starts a conversation with another child. (4. INIT)

Example: Another child taps the target child on the shoulder. (5. INIT)

4, 5. COOP (cooperating): Either the target child is cooperating with another child (Word 4) or another child is cooperating with the target child (Word 5).

Example: Two children are putting a puzzle together.

Code: 4. COOP
5. COOP

Example: Two children are riding a see-saw together on the playground.

Code: 4. COOP
5. COOP

4, 5. WTHD (withdrawing): Either the target child is withdrawing from another child (Word 4) or another child is withdrawing from the target child (Word 5).

Example: The target child runs away from another child who has just hit her.

Code: 4. WTHD
5. AGR

Example: The target child tries to pull away from the grasp of another child.

Code: 4. WTHD
5. AGR

4, 5. RST (resisting): Either the target child is resisting another child (Word 4) or another child is resisting the target child (Word 5).

Example: The target child refuses to help another child who has asked for help.

Code: 4. RST
5. INIT

Example: The target child hits another child who has just hit him first.

Code: 4. RST
5. AGR

Here are some additional practice examples for Words 4, 5:

1. Situation: Two children are painting a picture together.

Code: 4. COOP
5. COOP

2. Situation: The target child tries to take a toy away from another child who refuses to let him take it.

Code: 4. AGR
5. RST

3. Situation: The target child refuses to accept a toy which has been offered by another child.

   Code: 4. RST
   5. INIT

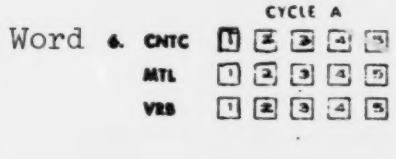
4. Situation: Another child asks the target child to help him move something, and the target child agrees to help.

   Code: 4. COOP
   5. INIT

Note: When one child ignores an initiation by another, Word 4 or 5 is left blank as appropriate.

Words Used in Both Adult-Child and Child-Child Contacts

Word 6 describes the level of activity within either the child-adult interaction (Words 1, 2, 3) or the child-child interaction (Words 4-5).



6. CNTC (contact): The child-adult interaction or the child-child interaction involves physical contact.

Example: The adult has her arm around the target child.

Example: Two children are holding hands.

Example: The adult is leading the target child by the hand.

Example: The adult is buttoning the child's coat.

6. MTL (material): The child-adult interaction or the child-child interaction does not involve physical contact but does involve a material of some kind.

Example: The teacher is showing a picture to the class.

Example: The child hands a crayon to another child.

Example: Two children are working on a puzzle together.

6. VRB (verbal): The child-adult interaction or the child-child interaction does not involve either physical contact or a material of any kind, but it does involve verbal behavior by the target child, another child, or an adult.

Example: The adult is talking to the child.

Example: Two children are talking together.

Note: If the child-adult interaction or the child-child interaction cannot be coded as CNTC, MTL, or VRB, leave Word 6 blank.

Situation: The target child is giggling with another child.

Code: 4. COOP
5. COOP
6. (leave blank)

Note: Word 6 should be coded as a hierarchical item. That is, if more than one activity of Word 6 applies, code the activity which appears <u>first</u> in the sequence CNTC, MTL, VRB.

Example: The adult has her arm around the target child (CNTC) while reading (VRB) a book (MTL) to the target child.

Code: 6. CNTC

Example: The children, including the target child, are marching around the room while the teacher is singing the song (VRB) which is being played by a record player (MTL).

Code: MTL

Word 7. OSOG 1 2 3 4 5
OSSG 1 2 3 4 5
SSOG 1 2 3 4 5
SSSG 1 2 3 4 5

Word 7 indicates the relationship between the sex and ethnic group of the target child and the sex and ethnic group of either another child or an adult with whom the target child is interacting.

7. OSOG (opposite sex, opposite group): The target child is a different sex and a member of a different group than the person with whom he is interacting.

Example: A black girl is interacting with a white boy.

Example: A white female teacher is interacting with a black boy.

7. OSSG (opposite sex, same group): The target child is a different sex and a member of the same ethnic group as the child or adult with whom he is interacting.

Example: A black female teacher aide is interacting with a black boy.

Example: A white boy is interacting with a white girl.

7. SSOG (same sex, opposite group): The target child is the same sex as and a member of a different ethnic group than the child or adult with whom he is interacting.

Example: A white girl is interacting with a black female teacher.

Example: A black boy is interacting with a white boy.

7. SSSG (same sex, same group): The target child is the same sex and a member of the same ethnic group as the child or adult with whom he is interacting.

Example: A black female teacher is interacting with a black girl.

Example: A white boy is interacting with a white boy.

Note: If the target child is interacting with more than one other child, code Word 7 to indicate all existing differences in the composition of the group. For example, if a black target girl is playing with both a black boy and a white girl, code the interaction as OSOG: similarly, if the target child were a white girl playing with two white girls and a black girl, code SSOG.

Words Used to Describe Contacts of All Kinds

Words 8, 9, 10, 11 indicate the appropriateness of the child's activity, the level of physical activity of the child, the type of task the child is engaged in, and the affect of the child.

Word 8. COOP 1 2 3 4 5
DSTR 1 2 3 4 5
BIS 1 2 3 4 5
WOA 1 2 3 4 5
DSRP 1 2 3 4 5

Word 8 indicates whether or not the child is paying attention to the activity in which he is supposed to be involved.

8. COOP (cooperating): The child is "doing what he is supposed to be doing."

Example: The child is paying attention to the teacher while the teacher is reading a story to the class.

Example: The child is singing a song while the teacher aide is singing a song with the class.

8. DSTR (distracted): The child is momentarily distracted from the activity he is supposed to be engaged in by something in the external environment.

Example: A child yells at another child and the target child looks up from his work to watch these children.

Example: A child elbows the target child while they are sitting together during story time, and the target child looks over at the child who elbowed him.

8. RIS (responding to internal stimuli): The target child is apparently not responding to any stimulus from the external environment.

Example: The child appears to be daydreaming.

Example: The target child is wandering idly about the room.

8. WOA (working on another activity): The target child is working on an activity which is different from the one he is supposed to be engaged in.

Example: The teacher has asked all of the class to gather around her to listen to a story, but the target child continues to paint at the easel.

Example: The target child is working on a puzzle while the rest of the class are getting their coats on to go out onto the playground.

8. DSRP (disruptive): The target child is disrupting the class or interfering with the activity of another child.

Example: The target child is running around the room while the teacher is telling a story.

Example: The child is yelling while the teacher aide is showing a filmstrip to the class.

Word 9. HIWL [1] [2] [3] [4] [5]
MDWL [1] [2] [3] [4] [5]
HINL [1] [2] [3] [4] [5]
MDNL [1] [2] [3] [4] [5]
LOW [1] [2] [3] [4] [5]

Word 9 indicates the amount of physical activity of the child, and whether or not his physical activity involves locomotion.

9. HIWL (high activity, with locomotion): The child is moving rapidly from one place to another.

Example: The target child is running around the playground.

Example: The target child is skipping around the playground.

9. MDWL (moderate activity, with locomotion): The child is walking from one place to another.

Example: The child leaves his seat and walks toward the pencil sharpener.

9. HINL (high activity, no locomotion): The child is moving both his arms and his legs, but he is not moving from one place to another.

Example: The child is jumping up and down in one place.

Example: The child is swinging on a swing.

9. MDNL (moderate activity, no locomotion): The child is moving either his arms or his legs, or both, moderately fast while remaining in one place.

Example: The child is tapping his foot moderately fast during story time.

9. LOW (low activity): The child is moving his arms, legs, or head only slightly.

Example: The child is tapping one foot very slowly.

Example: The child is slowly drawing a figure in the dirt.

Example: The child is slowly turning the pages of a book.

Note: If the child is perfectly still (standing, sitting, lying on the floor), leave Word 9 blank.

Example: The child is asleep during nap time.

Example: The child is sitting quietly during a filmstrip presentation.

Word 10. FANT [1] [2] [3] [4] [5]
DVG [1] [2] [3] [4] [5]
CVG [1] [2] [3] [4] [5]
WRK [1] [2] [3] [4] [5]
KIN [1] [2] [3] [4] [5]

Word 10 attempts to characterize a pupil's activity in terms of the pupil's own goal or purpose, inferred either from the activity itself, the materials being used, or both.

10. FANT (fantasy): The child is pretending or role-playing.

Example: The child is rocking a doll in his arms and singing to the doll (i.e., the child is pretending to be a mother).

Example: The girl is dressed up like an adult and is "playing house."

Example: The child is pulling a toy fire engine and making sounds like a siren.

10. DVG (divergent): The child is engaged in an activity which is not sequentially organized in terms of an end product; or the child is free to define his own goal. An activity is also DVG if the child uses materials in an original way; for example, the child might make a house out of books.

Example: The child paints an original picture.

Example: The child builds a house out of blocks.

Example: The child is using clay to make something of his own choice.

10. CVG (convergent): The child is engaged in an activity which is focused on a well-defined and specific end product, or in one which has been structured for him by someone else.

Example: The child is reading a book.

Example: The child is putting together a jigsaw puzzle.

Example: The child is trying to make a paper hat like the one which the teacher has made in a class demonstration.

10. WRK (work): The child is engaged in a socially useful task, such as cleaning up the room after art period.

Example: The child is cleaning up the room after snack period.

Example: The child is putting toys back into the toy box.

Example: The child is wiping a table clean after snack time.

Example: The child is passing out papers to the other children.

10. KIN (kinesthetic): The child is engaged in a repetitive activity which is unstructured.

Example: The child is tossing a ball into the air and catching it.

Example: The child is swinging back and forth on a swing.

Word 11. POS [1] [2] [3] [4] [5]
NEG [1] [2] [3] [4] [5]

Word 11 indicates any manifest affect demonstrated by the child.

11. POS (positive): The child is showing positive feeling.

Example: The child smiles or laughs.

11. NEG (negative): The child is showing negative feeling.

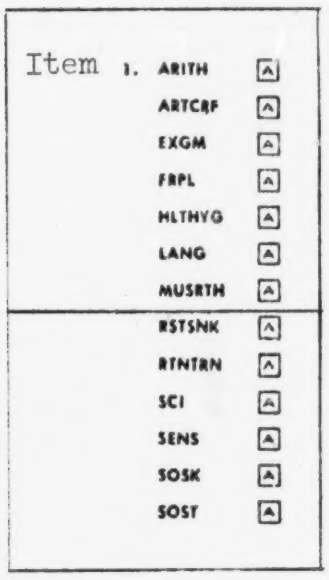
Example: The child is crying.

Note: When there is any doubt whether the child is displaying affect this word should be left blank.

CONTEXT Side: Definitions of the Categories

As soon as the observer has coded the five events of a cycle for a child, he should turn over the PROSE sheet and code the context of the five events on the reverse side. The CONTEXT side of the PROSE sheet has already been presented in Figure 2. It contains eight major categories called items.

The "context" of a cycle is defined by the events in the classroom between the first event of the cycle and the fifth event of the same cycle. The CONTEXT side of the PROSE sheet thus provides a record of the general classroom activities during the cycle and the special behaviors of the target child which occurred during the time period in between the first "click" and the fifth "click" of the timer. While the statement side of the PROSE sheet referred only to events that happened to the target child, the context side may refer to things that happen to the target child, to the rest of the children in the class, to the adults present, or to any or all of them as the case may be.



Item 1 indicates the instructional content during the cycle in terms of the type of instruction given by the teacher, or some other adult acting in that role, to the students in the class. Item 1 should indicate the content of instruction regardless of whether or not the child being observed is paying attention to this instruction. Since more than one adult could have been "teaching" during the cycle, or the same adult may have been teaching more than one content area during the cycle, more than one subject area can be coded within a given cycle. For example, if the teacher had given both language and science instruction during cycle A, both LANG [A] and SCI [A] would be coded. Both LANG [A] and SCI [A] would also be coded if the teacher aide gave a language lesson to part of the class while the teacher was giving a science lesson to another group of children in the class.

The above example illustrates an important difference between the coding of the STATEMENT side and the CONTEXT side of the PROSE sheet. For the STATEMENT side, only one subcategory can be coded within a major category within a given event (e.g., the observer cannot code both INIT and STAR for event 1 for Word 1; similarly, the observer cannot code both MDWL and HINL for the same event for Word 9). On the CONTEXT side of the PROSE sheet, however, the observer can code as many different subcategories within each of the eight major categories or items as would be appropriate to describe the classroom events during the time period spanned by the five clicks of the timer for that cycle.

The CONTEXT side does have a scoring restriction, however. On the CONTEXT side, the observer cannot code both boxes for the same subcategory within Items 2, 4, 7, 8 for a given cycle. Suppose, for example, that in cycle B for Items 2, 4, 7, 8 the following subcategories were all relevant:

cycle B

2.	TELL	T	O
4.	3-5	Ad	NA
7.	THRT	P	W
8.	PET	M	L

The observer can code only one of the choices for each subcategory for a given cycle. For example, he might code:

2.	TELL	T	
4.	3-5		NA
7.	THRT		W
8.	PET	M	

The scoring machine cannot accept both a T and an O for the same subcategory on Item 2, cannot accept both an Ad and an NA for the same subcategory for Item 4, cannot accept both a P and a W for the same subcategory for Item 7, and cannot accept both an M and an L for the same subcategory within Item 8. The best rule to follow is: "If behaviors appropriate to both boxes in the same subcategory occur during the cycle of Item 2, 4, 7, or 8, code only the box on the left (T , Ad , P , or M)."

Note: For Items 1, 3, 5, 6 of the CONTEXT side of the PROSE sheet, box A refers to cycle A, box B refers to cycle B, and box C refers to cycle C.

1. ARITH (arithmetic): The instruction involves something about number or quantity.

Example: The teacher aide is teaching three children how to count to 10.

Example: The teacher is instructing the class how to measure the weight of a box.

1. ARTCRF (arts or crafts): The instruction involves something connected with drawing, painting, modeling, or any other visual art.

Example: The teacher is showing the class how to paint a picture of a house.

Note: ARTCRF should be marked only if some formal instruction in arts or crafts is taking place. If the children are using paints, crayons, or scissors but no formal instruction is being given in the use of these materials, ARTCRF should not be coded.

1. EXGM (exercise or game): The instruction involves some organized group exercise or a game, apparently for the sake of relaxation or exercise. If the game serves an instructional purpose as well, ignore the instructional purpose unless such a purpose is made explicit to the children.

Example: The teacher is playing "Simon Says" with the class.

Example: The teacher aide is leading the class in physical exercises (such as touching their toes).

1. FRPL (free-play): The instruction involves the students choosing their own activity so that no formal instruction is taking place.

Example: The teacher allows some children to use paints while others work a puzzle.

1. HLTHYG (health or hygiene): The instruction involves principles or habits of good health or hygiene.

Example: The teacher aide is showing a group of six children how to brush their teeth.

Example: The teacher is talking with the class about what types of food make up a good breakfast.

1. LANG (language): The instruction involves the teaching of a language skill or the supervised practice of a language skill.

Example: The teacher may be singing a song to teach the children to "point to your nose, your eyes, etc." as a vocabulary lesson.

Example: The teacher is reading a story to a small group of children.

Note: Sometimes the lesson involves both language and some other subject area. For example, the teacher may be teaching the children new words (LANG) within a science lesson (SCI). In this case, both LANG and SCI would be coded.

1. MUSRTH (music or rhythm): The instruction involves learning about music.

Example: The teacher aide is teaching the children how to sing a new song.

Example: A visiting music teacher is teaching the children how to play musical instruments.

Note: If singing is not the objective of instruction but merely the vehicle of instruction, do not code MUSRTH. For example, if the teacher is teaching the alphabet by singing the letters ABCDEFG, etc., this would be coded as LANG and not MUSRTH. This principle is similar to the caution given earlier that you should not code ARTCRF if the children are using drawing or painting materials unless formal instruction in ARTCRF is being given.

1. RSTSNK (rest or snack): The activity involves the satisfaction of the physiological needs of eating, drinking, or resting.

Example: The children are eating and drinking during snack time.

Example: The children are taking a nap during rest time.

1. RTNTRN (routine or transition): The teacher, or adult acting as a teacher, is trying to reorganize the class or to complete a routine with the class.

Example: The class is changing from art activities to rest period.

Example: The teacher is setting up the tables for snack time.

Example: The teacher aide is helping the children to dress for playground activities.

1. SCI (science): The instruction involves something about the physical environment.

Example: The teacher is demonstrating to the class how to plant beans.

Example: The teacher aide is discussing the moon mission with the class.

1. SENS (sensation): The instruction involves an explanation of sensations such as color, shape, sound, feelings, etc.

Example: The teacher aide is teaching the class how to make different sounds.

Example: The teacher is teaching the class how to recognize different colors using crayons and paper.

1. SOSK (social skills): The instruction involves rules of behavior for social interaction such as manners, ethics, etc.

Example: The teacher is discussing how the children are to behave during a field trip.

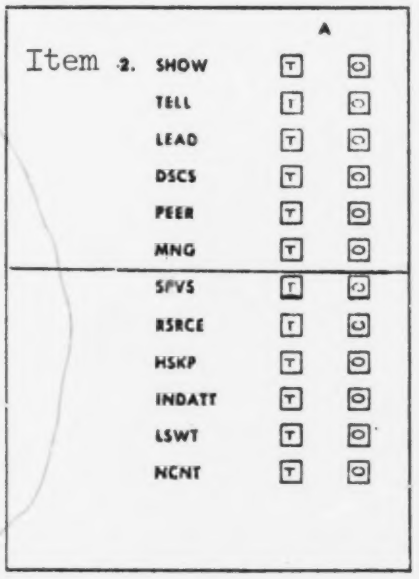
Example: The teacher is teaching the children how to introduce their friends to their mother.

1. SOST (social studies): The instruction involves the roles of people within social environment.

Example: The teacher aide is explaining to the class the roles of the policemen and firemen.

Example: The teacher is explaining to the class how children live in Africa or in Japan.

Example: The teacher is explaining to the class the duties of a traffic policeman.



Item 2 indicates the roles of the adults in the classroom, whether or not the pupil being observed is paying attention to the adults. The roles of all of the adults are recorded, with [T] indicating the roles performed by the teacher and [O] indicating the roles performed by all of the other adults (except, of course, for the role of the PROSE observer which is never coded on the CONTEXT side of the PROSE sheet). The boxes underneath A, B, C indicate

cycle A, cycle B, and cycle C. As indicated earlier, both box [T] and box [O] cannot be coded during the same cycle for the same subcategory (because of a machine-scoring limitation). If both the teacher and some other adult act in the same role during the same cycle, code only box [T] for that subcategory.

2. SHOW: The adult is informing or instructing by nonverbal means.

Example: The teacher aide (coded as [O]) is demonstrating a science principle.

Example: The teacher (coded as [T]) is showing the children how to operate a language master.

2. TELL: The adult is informing or instructing by verbal means.

Example: The adult is explaining the use of good manners to the class.

Example: The adult is reading a story aloud to the class.

2. LEAD: The adult and pupils are performing the same activity under the adult's direction.

Example: The teacher and the class are singing a song together.

Example: The teacher is leading the pupils in marching around the room while a record player plays the "Stars and Stripes Forever."

2. DSCS (discuss): The adult and pupils interact in a dialogue, i.e., both the adult and the pupils exchange words.

Example: The teacher aide is discussing the moon mission with a group of children.

2. PEER: The adult is acting in the role of a pupil, i.e., is a member of a group of pupils but is not the leader of the group.

Example: The adult aide is sitting on the floor and singing along with the teacher and the children.

2. MNG (manage): The adult is giving directions or orders to the pupils.

Example: The teacher writes spelling words on the board and has the pupils copy down the words.

Example: The teacher tells the class to put on their coats to prepare to go out on the playground.

2. SPVS (supervise): The adult walks around the room, checking the work of individual pupils.

Example: The teacher stops to give the pupil hel with his drawing.

Example: The teacher makes a suggestion to the child about the way in which to complete a puzzle.

2. RSRCE (resource): The adult is available for help to the pupil if he is asked but the adult does not offer help to the pupils.

Example: The adult sits at her desk and a few pupils come up to her periodically to ask a question.

2. HSKP (housekeeping): The adult is not interacting with pupils but is working with materials to prepare the classroom for other activities.

Example: The adult is posting items on the bulletin board.

Example: The adult is preparing a snack for the pupils.

Example: The adult is cleaning up the room after snack time or rest period.

2. INDATT (individual attention): The adult spends all of the cycle (i.e., the time between the first click and the fifth click) with one pupil, during which time the adult is not available to other students.

Example: The teacher aide is working arithmetic problems with one child.

Example: The teacher is giving one child painting instructions while the rest of the class is listening to the teacher aide read a story.

2. LSWT (listening or watching): The adult is attentive to what the pupils are doing but she is not interacting directly with the pupils.

Example: The teacher aide is listening to the teacher read a story to the class.

Example: The teacher is watching the pupils during free play.

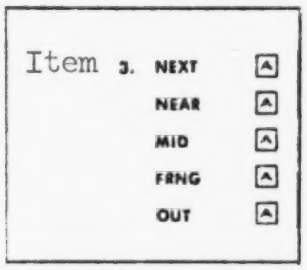
2. NCNT (no contact): The adult is not paying attention to the pupils.

Example: The teacher is reading to herself at her desk.

Example: The teacher aide is correcting papers.

Example: The teacher is out of the room.

Example: The teacher aide is counting milk money, etc.



Item 3 indicates the physical distance between the target child and a group of pupils. If the child is not part of a group involving at least two or more other pupils during the cycle, then Item 3 would be left blank. The first two alternatives (NEXT, NEAR) apply only when the group includes an adult. Since the pupil could be involved in more than one position within the group during a cycle, more than one subcategory of Item 3 can be coded where appropriate.

3. NEXT: The pupil is a member of a group which contains an adult and at least two other pupils and the target child is closer to the adult than any of the other children in the group--so close that the adult must be aware of the proximity of the child.

Example: The target child is sitting in the teacher's lap while the teacher is telling a story to the class.

Example: The target child is sitting on the piano bench next to the teacher aide while the aide plays the piano.

3. NEAR: The target child is part of a group containing an adult and at least two other children and is closer to the adult than any of the other children in the group, but not so close that there is any indication that the adult is conscious of his nearness.

Example: The child is sitting in front of a semicircle of children who are listening to the teacher tell a story, but the child is still a foot or two away from the teacher.

3. MID (middle): The target child is in the middle of a group of children; i.e., there are pupils on both sides of the child, or at least one pupil farther from the center of the group, or the teacher, than the target child is.

Example: The child is within a semicircle of pupils who are listening to the teacher aide explain how to paint a picture.

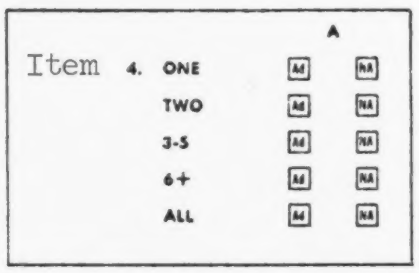
3. FRNG (fringe): The child is on the edge of the group of children, i.e., he is farther from the center, or the adult member, than any of the other children in the group.

Example: The child is at the end of a row of six children who are watching a filmstrip with the teacher.

3. OUT (outside): The child is not physically a member of the group in which he would like to be, or is supposed to be, a member.

Example: The child has left the group to go sit in the corner.

Example: The child is standing near a group and is watching the activities of the group, but he is not participating in those activities.



Item 4 indicates the number of pupils in the group or groups in which the target child spent the cycle, and whether or not each group contained an adult. Ad is coded if the group contained an adult, and NA (no adult) is coded if the group did not contain an adult. As in Item 2, both Ad and NA cannot be coded for the same subcategory within a cycle. If the group contained an adult for part of the cycle but did not contain an adult for the entire cycle, only code Ad for the given subcategory.

4. ONE: The target child is the only pupil in the group.

4. TWO: The group contains the target child and one other pupil.

4. 3-5: The group contains the target child and from two to four other pupils.

4. 6+: The group contains the target child and at least five other pupils, but does not contain all of the pupils in the classroom.

4. ALL: The group contains all of the pupils in the classroom.

Item 5 indicates the observer's general impression of the "classroom climate," i.e., the general emotional and motivational state of the class as a whole during the cycle. If none of the alternatives apply, Item 5 is left blank. If more than one subcategory applies during a given cycle, more than one subcategory can be coded for the cycle. Since Item 5 is based on the observer's impression of the classroom climate, it is the least objective item on the PROSE instrument.

5. ATT EXC (attentive and excited): The class is paying close attention to its work or to the teacher (or to the adult acting in this role), but there is a feeling of excitement in the class, and usually some noise.

Example: The teacher has told the children that the first one to finish his painting will receive a prize.

Example: A visiting music teacher has the class very attentive to his demonstration of the different stringed instruments.

5. ATT TNS (attentive and tense): The class is attentive or working intensively, but there is a feeling of anxiety or fear throughout the classroom.

Example: The teacher has told the children that the last one to finish his arithmetic problems will be punished.

5. NSY EXC (noisy and excited): The class is mostly not attentive and not at work, but is talking, shouting, or moving about the room in a disorderly manner.

Example: At the beginning of the day, pupils wander into the class at different times and general confusion reigns until the teacher calls the class to order.

5. NSY BSY (noisy and busy): The class may appear to be somewhat in an uproar but pupils are constructively occupied in tasks which are not incompatible with considerable talking.

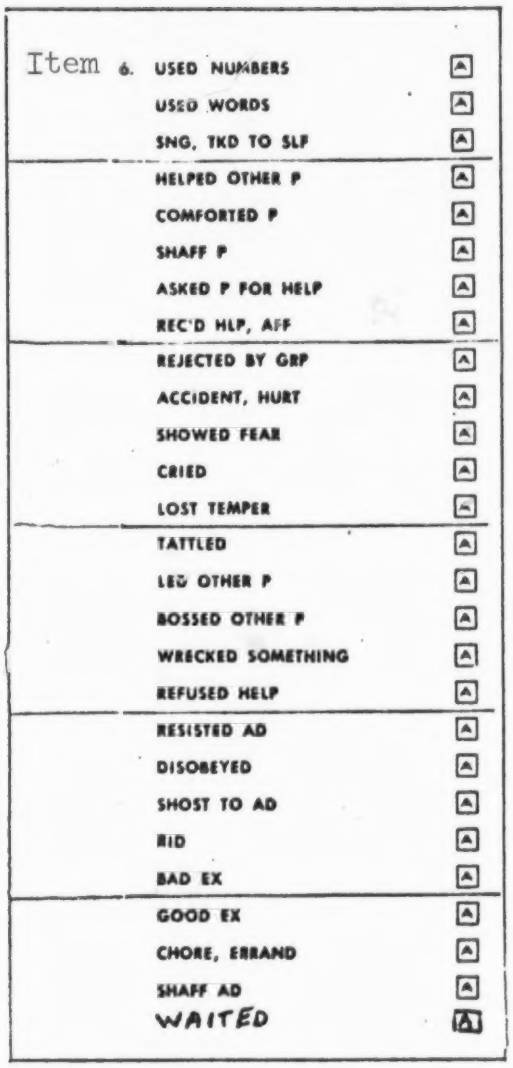
Example: The pupils in the class are talking to each other during an art lesson.

5. QU BSY (quiet and busy): The class is orderly and quiet; pupils are attending to their work and there is little or no excitement or anxiety.

Example: The pupils are quietly watching a filmstrip and listening to the narration of the teacher aide.

5. QU IDL (quiet and idle): The class is orderly and quiet but few of the pupils are working, and there is little excitement or anxiety.

Example: The pupils are waiting quietly for a signal from the teacher to go out on the playground.



Item 6 and Item 7 on the CONTEXT side of the PROSE sheet are used to record events called "signs." A sign is an important event in the experience of the target child which occurs so infrequently that it is very unlikely to become one of the five events recorded during each 100-second cycle.

The observer should code the "signs" which occurred in the target child's experience during the cycle being recorded, i.e., if the signs occurred between the first click of the timer and the fifth click of the timer during the cycle which is being recorded. The signs thus represent the observer's memory of significant events within the target child's experience during a given cycle, whether or not these signs occurred at the event signaled by the "click" of the timer.

Most of the signs that are listed in Item 6 and Item 7 occur so infrequently in the classroom during the observation of a target child that it is extremely unlikely that more than one occurrence of a sign would be observed during one cycle of observation; but even if a particular sign does occur more than once during a given cycle of observation, only one mark should be made opposite that sign in the box for that cycle.

For example, if the target child "tattled" on a peer during cycle B, the observer would mark box [B] opposite TATTLED in Item 6. If the target child had tattled on a peer more than once during cycle B, the observer would still only make the one mark in box [B] opposite TATTLED.

Some signs, such as USED NUMBERS or USED WORDS, are likely to occur more than once during a given cycle if they occur at all. Only one mark is made for the subcategory in Item 6 (or 7), however often the event occurs. What is recorded is whether or not a sign is observed during a cycle--but not how often.

The observer may and should mark as many subcategories within either Item 6 or Item 7 as he observes during a given cycle, so long as the event was clearly perceived to occur. If the observer is in doubt about whether behavior in a subcategory of Item 6 or Item 7 occurred during the cycle, he should not mark that subcategory for that cycle. "When in doubt, leave it out."

The 27 signs listed in Item 6 should be coded only if they occur to the target child. Signs which occur to other children, and not to the target child, are not coded in Item 6.

6. USED NUMBERS: The child used numbers during the cycle.

Example: The child sang "Ten Little Indians."

Example: The child played a number game.

6. USED WORDS: The child used words in some way, such as talking, singing, writing, playing a word game; used flash cards which had words printed on them, etc.

Example: The child talked with another child.

6. SNG, TKD TO SLF (sang or talked to himself): The child either talked to himself or sang to himself.

Example: The child is sitting on the floor and talking to himself while he is working on a puzzle.

6. HELPED OTHER P (helped another pupil): The child helped another pupil to do something.

Example: The child helped another pupil to put on his coat.

6. COMFORTED P (comforted another pupil): The child comforted, or sympathized with, another pupil.

Example: The child tried to calm down another child who was crying.

6. SHAFF P (showed affection for another pupil): The child demonstrated affection toward another pupil.

Example: The child was holding hands with another child.

6. ASKED P FOR HELP (asked another pupil for help): The child asked another pupil for help.

Example: The child asked another child to help him put on his overcoat.

6. REC'D HLP, AFF (received help or affection): The child received help or affection from either another child or from an adult.

Example: The teacher helped the child to tie his shoelaces.

Example: The child was crying and was comforted by another child.

6. REJECTED BY GRP (rejected by the group): The child either attempted to join a group which then rejected his membership or he was ejected from a group of which he was a member.

6. ACCIDENT, HURT: The child was involved in some type of accident in which he was hurt.

Example: The child tripped and fell down on the floor.

Example: The child bumped his head on the wall.

6. SHOWED FEAR: The child showed fear of some kind.

Example: The child cried out and backed away when another child showed him his pet hamster.

6. CRIED: The child cried.

Example: After bumping his head, the child started to cry.

6. LOST TEMPER: The child lost his temper.

Example: The child yelled at another child who had run through his sand castle.

6. TATTLED: The child tattled on another child.

Example: The child told the teacher that another child had just hit him.

6. LED OTHER P (led another pupil): The child asked another child to do something and the other child complied.

Example: The child said to another child: "Let's play checkers," and the two children then played checkers.

6. BOSSED OTHER P (bossed another pupil): The child commanded or told another child to do something and the other child complied.

Example: The child told another child to pick up the blocks.

6. WRECKED SOMETHING: The child wrecked some materials.

Example: The child knocked down a set of blocks that another child had built.

Example: The child broke a toy.

6. REFUSED HELP: The child was offered help from either an adult or another child and he refused it.

Example: A child offered to help the target child paint a picture and the target child refused to accept his help.

6. RESISTED AD (resisted an adult): The child openly resisted, either verbally or physically, an adult's request or an adult's command.

Example: The teacher asked the child to be quiet and the child replied "No, I won't."

Example: The adult tried to stop the child from crying but the child tried to pull away from the adult.

6. DISOBEYED: The child did not comply with a request or a command from an adult.

Example: The teacher told the child to go inside the classroom but the child continued to play in the sandbox.

6. SHOST TO AD (showed hostility toward an adult): The child expressed negative feeling about an adult.

Example: The child said: "I don't like that teacher."

Example: The child called the teacher aide a name and then hit her.

6. RID (ridiculed by an adult): The child was ridiculed by an adult.

Example: The teacher said: "Johnny, you can't play baseball any better than a girl."

6. BAD EX (bad example): The child, his work, or his behavior was used by the adult as an example of an undesirable behavior for other children.

Example: The teacher said: "I hope no one is as bad a boy as Jimmy was today."

6. GOOD EX (good example): The child, his work, or his behavior was used by an adult as an example of a desirable behavior for other children.

Example: The teacher said: "Didn't Jimmy draw a pretty picture today!" and held it up for everyone to see.

6. CHORE, ERRAND: The child performed a chore or an errand for an adult after being singled out for the task by an adult.

Example: The teacher aide said: "Johnny, please get a sponge and clean up this milk," and Johnny did so.

6. SHAFF AD (showed affection for an adult): The child manifested positive feelings, either verbally or physically, toward an adult.

Example: The child hugged the teacher.

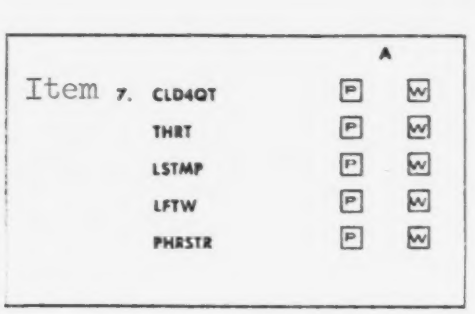
Example: The child said to the teacher aide: "I like you."

6. WAITED: The child waited in line, for a turn, or to be recognized for his attempt at the adult's attention.

Example: The child waited in line to see the teacher.

Example: The child waited in line to use the pencil sharpener.

Example: The child waited for the teacher to recognize his upheld hand.



Item 7 refers to adult behaviors and not to pupil behavior. The subcategories listed in Item 7 are recorded whenever they are observed by the target child, whether or not he is directly involved in the behavior of the adult. Box [P] is coded for the given cycle if the target child is "part of" the action by the adult, i.e., whenever the adult's action is either directed to the target child individually or toward the group of pupils in which the target child is a member. The box [W] (watching) is coded whenever the target child observes the adult's behavior toward another pupil or toward another group of pupils which does not include the target child.

The same scoring limitation applies to Item 7 as applied to Item 2 and Item 4 of the CONTEXT side; both the [P] and [W] boxes cannot be marked for the

same subcategory within Item 7. If both [P] and [W] apply to the target child within a given cycle for a given subcategory of Item 7, code [P] for that subcategory. Box [W] is coded only when the subcategory did not happen to the target child during the cycle but was observed by the target child as happening to another pupil or pupils.

As is the case for all of the Items 1-8 on the CONTEXT side, more than one subcategory may be coded within the same cycle for Item 7.

7. CLD4QT (called for quiet): An adult asked a child or a group to be quiet.

Example: The teacher aide said to the target child: "Paul, stop making so much noise;" ([P]).

Example: The target child watched the teacher tell a group of other pupils to "stop making such a racket;" ([W]).

7. THRT (threat): An adult threatened a child or a group with punishment.

Example: The teacher said to the target child: "Sally if you aren't quiet, I'll make you sit in the corner."

Code: CLD4QT [P]

THRT [P]

Example: The target child observed the teacher aide saying to another student: "I'll spank you if you don't stop that."

Code: THRT [W]

7. LSTMP (lost temper): An adult lost his temper.

Example: The teacher aide shouted at the target child: "Be quiet, you're making me angry."

Code: CLD4QT [P]

LSTMP [P]

7. LFTW (laughed with): An adult laughed with a child or a group.

Example: The teacher aide and the target child laugh together.

Code: LFTW [P]

Note: If the adult laughed by herself without laughing with a pupil or pupils, or if the pupils laughed by themselves without laughing with an adult, do not code LFTW.

7. PHRSTR (physical restraint): An adult used physical force to control a child.

Example: The teacher took hold of the target child's arm and forcibly made him sit down.

Code: PHRSTR [P]

Item	8.			
		ART (PAINT, CLAY)	[M]	[L]
		CRAFT	[M]	[L]
		MUSICAL INSTR	[M]	[L]
		BOOKS, WRITING	[M]	[L]
		PUZZLES, QU GAMES	[M]	[L]
		BLOCKS	[M]	[L]
		WHEEL TOYS	[M]	[L]
		TOOLS, WK BENCH	[M]	[L]
		SAND	[M]	[L]
		GYM, EXERCISE	[M]	[L]
		PET	[M]	[L]
		CLOTHES, JEWELRY	[M]	[L]
		FOOD, WATER	[M]	[L]
		DOLLS	[M]	[L]
		HOMEMAKING	[M]	[L]
		CLEANUP TOOLS	[M]	[L]
		AUDIO-VISUAL DEV	[M]	[L]
		SP INSTRC DEV	[M]	[L]
		SCIENCE EQUIP	[M]	[L]
		ASSIGNED SEAT		[L]
		TEACHER'S DESK		[L]
		OPEN AREA		[L]
		TOILET		[L]
		PLAYGROUND		[L]
		OUT OF ROOM		[L]

Item 8 indicates the materials used by the target child and the locations in which the target child spent his time during a given cycle. The materials and locations are limited to the time period for the target child between the first click of a timer during a cycle and the fifth click of a timer during a cycle.

Box [M] is coded in a given cycle to indicate that the target child is paying attention to a particular material during a given cycle; the pupil can interact with the material by touching it (e.g., a puzzle), by looking at the material (e.g., a filmstrip, picture, book), or by listening to the material (e.g., a record player). Box [L] is coded to indicate the locations in which the student spent his time during a given cycle. More than one subcategory can be coded within Item 8 for a given cycle.

The principal means by which an observer records the location of the target child is by coding the material which is stored nearest to the student. Thus, if the target child spends his time during the cycle near the sink, the observer should mark FOOD, WATER [L] as long as the target child did not use either food or water during that cycle. (If he used it, it is recorded FOOD, WATER [M] .) As another example, if the target child spent the first part of the cycle playing with sand in the sandbox and the last part of the cycle sitting in the science corner watching another child, mark SAND [M] and SCIENCE EQUIP [L] .

The same scoring limitation applies to Item 8 as applied to Items 2, 4, 7. The observer should not mark both [M] and [L] for a given subcategory within a given cycle. If both [M] and [L] apply to a given subcategory within a given cycle, mark only [M] .

8. ART (PAINT, CLAY): Crayons, paints, modeling clay, drawing paper, or any other materials which are used in the visual arts.

8. CRAFT: Scissors, paste, beads, construction paper, or any other materials designed for crafts.

8. MUSICAL INSTR (musical instrument): Piano, tambourine, triangle, ukelele, or any other musical instrument.

8. BOOKS, WRITING (books or writing materials): Books, pamphlets, writing paper, etc.

8. PUZZLES, QU GAMES (puzzles or quiet games): Games, jigsaw puzzles, etc., designed to be used in quiet play.

8. BLOCKS: Building blocks.

8. WHEEL TOYS: Trucks, wagons, tricycles, or other toys with wheels.

Note: A doll carriage should not be coded as a wheel toy but in the subcategory below called DOLLS.

8. TOOLS, WK BENCH (tools or work bench): Carpentry or shop tools.

Note: A broom and dustpan are not tools in this subcategory but should be coded in the subcategory below called CLEANUP TOOLS.

8. SAND: Sand.

8. GYM, EXERCISE (gymnasium or exercise equipment): Sports equipment such as a ball, bat, swing, ping pong set, etc.

8. PET: A live pet such as a turtle, fish, rabbit, etc.

8. CLOTHES, JEWELRY (playclothes or jewelry): Clothing, costumes, costume jewelry, etc., e.g., the target child dresses up in a hat and dress and is pretending to be a "mother."

8. FOOD, WATER: Food, water, or any other beverage.

Note: The target child could eat or drink the material, wash or play with the material, or help to distribute the material (e.g., the target child helps the teacher pass out Koolaid during snack time).

8. DOLLS: A doll or a toy which is closely connected with dolls such as doll clothes, a doll house, a doll buggy, etc.

8. HOMEMAKING: Pots, pans, play dishes, or table and chairs which are kept in a special "homemaking" area of the classroom.

8. CLEANUP TOOLS: A broom, wastebasket, dustcloth or other tools which are used to clean up the classroom.

8. AUDIO-VISUAL DEV (audio-visual device): A record player, tape recorder, filmstrip, or other mechanical device which could be categorized as "audio-visual equipment."

8. SP INSTRC DEV (special instructional device): A device especially designed as a teaching aid or a learning aid such as an abacus, blackboard, map, globe, Cuisenaire rod, teaching machine.

Note: This subcategory does not include toys, quiet games, puzzles, audio-visual devices, science equipment or any materials which fit into other subcategories within Item 8.

8. SCIENCE EQUIP (science equipment): Laboratory equipment such as test tubes, magnifying glasses, magnets or other equipment especially designed for science lessons.

The remaining subcategories of Item 8 are coded to indicate location only.

8. ASSIGNED SEAT: A place assigned to the target child by the teacher rather than a seat chosen by the target child.

Example: The teacher could say to the target child: "Sally, you and John sit at this table during snack time."

8. TEACHER'S DESK: The target child spent some time during the cycle either at or near the teacher's desk or teacher's table.

8. OPEN AREA: An area within the classroom which does not contain any tables or chairs and which is not used for the storage of materials.

8. TOILET: Whenever the target child goes to the lavatory.

8. PLAYGROUND: The playground which is outside of the classroom.

8. OUT OF ROOM: The target child is not in the classroom during the entire cycle (exclude TOILET and PLAYGROUND).

Note: OUT OF ROOM is also coded to indicate that the target child was absent from school on the day he is to be observed. "OUT OF ROOM" should be coded whether or not the target child is present in school on that day as long as the target child is out of the classroom, toilet, or playground during the entire cycle.

If a target child is absent from school on the day on which he is to be observed, when this target child's turn comes to be observed, the observer should observe the class for the five clicks of the timer of cycle A, leave the STATEMENT side of the PROSE sheet completely blank for cycle A, and turn the PROSE sheet over to code Items 1, 2, 5. Items 3, 4, 6, 7 on the CONTEXT side should be left blank if the target child is "OUT OF ROOM" during the entire cycle, and Item 8 should always be coded "OUT OF ROOM [L]" if the target child is out of the classroom, toilet, or playground during the entire cycle.

PERSONAL RECORD OF SCHOOL EXPERIENCE

Be sure each mark is *dark* and *completely fills* the answer space.
Do not make any stray marks on either side of this sheet.

Fig. 1. STATEMENT side of PROSE form.

Educational Testing Service
Princeton, N. J. 08540

B108P50D

PERSONAL RECORD OF SCHOOL EXPERIENCE

		A	B	C
1.	ARITH	A	B	C
	ARTCRF	A	B	C
	EXGM	A	B	C
	FRPL	A	B	C
	HLTHYG	A	B	C
	LANG	A	B	C
	MUSRTH	A	B	C
	RSTSNK	A	B	C
	RTNTRN	A	B	C
	SCI	A	B	C
	SENS	A	B	C
	SOSK	A	B	C
	SOST	A	B	C
3.	NEXT	A	B	C
	NEAR	A	B	C
	MID	A	B	C
	FRNG	A	B	C
	OUT	A	B	C
5.	ATT EXC	A	B	C
	ATT TNS	A	B	C
	NSY EXC	A	B	C
	NSY BSY	A	B	C
	QU BSY	A	B	C
	QU IDL	A	B	C

		A		B		C	
2.	SHOW	T	O	T	O	T	O
	TELL	T	O	T	O	T	O
	LEAD	T	O	T	O	T	O
	DSCS	T	O	T	O	T	O
	PEER	T	O	T	O	T	O
	MNG	T	O	T	O	T	O
	SPVS	T	O	T	O	T	O
	RSRCE	T	O	T	O	T	O
	HSKP	T	O	T	O	T	O
	INDATT	T	O	T	O	T	O
	LSWT	T	O	T	O	T	O
	NCNT	T	O	T	O	T	O

		A		B		C	
4.	ONE	Ad	NA	Ad	NA	As	NA
	TWO	Ac	NA	Ad	NA	Ac	NA
	3-5	Ab	NA	Ab	NA	Ab	NA
	6+	Aa	NA	Aa	NA	Aa	NA
	ALL	Ao	NA	Ao	NA	Ao	NA

		A		B		C	
6.	USED NUMBERS	A	B				C
	USED WORDS	A	B				C
	SNG, TKD TO SLF	A	B				C
	HELPED OTHER P	A	B				C
	COMFORTED P	A	B				C
	SHAFF P	A	B				C
	ASKED P FOR HELP	A	B				C
	REC'D HLP, AFF	A	B				C
	REJECTED BY GRP	A	B				C
	ACCIDENT, HURT	A	B				C
	SHOWED FEAR	A	B				C
	CRIED	A	B				C
	LOST TEMPER	A	B				C
	TATTLED	A	B				C
	LED OTHER P	A	B				C
	BOSSED OTHER P	A	B				C
	WRECKED SOMETHING	A	B				C
	REFUSED HELP	A	B				C
	RESISTED AD	A	B				C
	DISOBEYED	A	B				C
	SHOST TO AD	A	B				C
	RID	A	B				C
	BAD EX	A	B				C
	GOOD EX	A	B				C
	CHORE, ERRAND	A	B				C
	SHAFF AD	A	B				C
	WAITED	A	B				C

		A		B		C	
7.	CLD4QT	P	W	P	W	P	W
	THRT	P	W	P	W	P	W
	LSTMP	P	W	P	W	P	W
	LFTW	P	W	P	W	P	W
	PHRSTR	P	W	P	W	P	W
8.	ART (PAINT, CLAY)	M	L	M	L	M	L
	CRAFT	M	L	M	L	M	L
	MUSICAL INSTR	M	L	M	L	M	L
	BOOKS, WRITING	M	L	M	L	M	L
	PUZZLES, QU GAMES	M	L	M	L	M	L
	BLOCKS	M	L	M	L	M	L
	WHEEL TOYS	M	L	M	L	M	L
	TOOLS, WK BENCH	M	L	M	L	M	L
	SAND	M	L	M	L	M	L
	GYM, EXERCISE	M	L	M	L	M	L
	PET	M	L	M	L	M	L
	CLOTHES, JEWELRY	M	L	M	L	M	L
	FOOD, WATER	M	L	M	L	M	L
	DOLLS	M	L	M	L	M	L
	HOMEMAKING	M	L	M	L	M	L
	CLEANUP TOOLS	M	L	M	L	M	L
	AUDIO-VISUAL DEV	M	L	M	L	M	L
	SP INSTR DEV	M	L	M	L	M	L
	SCIENCE EQUIP	M	L	M	L	M	L
	ASSIGNED SEAT		L		L		L
	TEACHER'S DESK		L		L		L
	OPEN AREA		L		L		L
	TOILET		L		L		L
	PLAYGROUND		L		L		L
	OUT OF ROOM		L		L		L

Fig. 2. CONTEXT side of PROSE form.